

Managing National Assessment Report

Katikati College

July 2022

FINDINGS OF THIS REVIEW

Katikati College

07 July 2022

Consent to assess confirmed

This review found that the school is effectively meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2021*.

No significant issues with the school's management of national assessment were found. The school's own review mechanisms allow them to identify and respond to most issues.

As a school with effective assessment systems and practices for national qualifications, it is anticipated that the next Managing National Assessment review will be conducted within three to five years.

At the request of NZQA and due to the restrictions of Covid-19, the school agreed to reschedule this review from 2020.

Actions and considerations

Agreed actions

The school agreed that the following action will improve the quality of their assessment systems and practice for national qualifications. This is:

Action	Timeframe
Internal moderation to ensure the reporting of credible results	
Document internal moderation monitoring visits to departments to inform future practice.	Immediate

For consideration

To extend good practice in meeting student needs and supporting assessment practice, the school is encouraged to consider within the next year:

- ensuring that all departments make current exemplars of student work accessible to teachers and students
- updating the staff handbook to ensure consistent information on credible assessment.

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16 August 2022

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External and internal review

External review

Evidence of external review actions having been appropriately and effectively addressed. (CAAS Guidelines 2.6iv, 3iv-3v)

Action Items from 24 August 2017 Managing National Assessment Report The school has addressed the action items from the previous Managing National Assessment review.

Senior leaders and curriculum leaders provide schoolwide professional development and check that effective internal moderation practices are used in departments. They use NZQA's Mythbusters and have improved staff understanding of the strategic selection of student work for grade verification.

Teachers use SchoolPoint to standardise course outlines. This helps students to choose their pathways.

As a next step the staff handbook needs to be updated to remove legacy diagrams and information so that practice is consistent across the school. This book was mainly updated following the previous review. However, there are several legacy diagrams in the appendix that provide conflicting information. These should be removed to ensure assessment messaging to all staff is current. The Principal's Nominee agreed that this could best be achieved through hyperlinking to the NZQA website.

External moderation processes and response to outcomes When external moderation reports signal that teacher judgements are not consistent with the standard, the Principal's Nominee, with line managers, evaluates and documents the outcome of departmental action plans. These plans are shared in an online document so they are accessible to teachers in departments to develop their understanding of the standard. They provide senior management with growing confidence in the validity of results reported to NZQA.

Teachers use the school's external moderation feedback as a lens on internal moderation by extrapolating it across all internal assessment and adjusting assessment tasks, checking sufficiency of evidence and checking the accuracy of grade boundary judgements as appropriate. In addition, they engage with the NZQA appeals and queries process. Teachers submit queries over NZQA's clarifications to develop their understanding of sufficiency in order to better deliver materials at the level of the curriculum. The Principal's Nominee reported that teachers find the feedback valuable. In addition, appeals have been upheld and have enabled teachers to identify their own targeted solutions to any internal moderation questions they may have. This process ensures that ownership of the purpose of internal moderation is developing well across the school.

Internal review

Evidence of the school using its self-review and evaluation processes to identify areas for on-going improvement in assessment practice and procedures, which are then actioned. (CAAS Guidelines 3iv)

Katikati College is developing a cycle of continuous self-review. As part of its recent review the school is developing its personalised learning programmes.

The school has supported teachers to develop their capability around culturally responsive assessment practice. A range of hui including NCEA and the Whānau, and cultural celebrations with the school's Māori and Pasifika community act as platforms for discussions over assessment pathways. Lea Faka-Tonga has developed within the school and is proving successful in strengthening student engagement with NCEA through the school's Pasifika and rūmaki classes. As a next step the senior leadership team plan to enquire further into STEM data by holding mentoring conversations with students to identify any barriers for Māori and Pasifika students. This will ensure that student goals and aspirations are further supported. This iterative approach is developing equitable assessment and achievement outcomes for students.

The school identified that semester courses were limiting student's ability to track progress towards, and to gain course endorsement. To resolve this problem for teachers and students a curriculum review recommended full year rather than semester courses. This review process identified that while successful local contexts needed to be maintained, year-long courses would better meet student needs by providing opportunities for students to aspire to improved attainment outcomes. Students interviewed supported this by discussing their endorsement goals.

A schoolwide review of teacher confidence with digital assessment practice has led to strengthened professional development and engagement with this year's Review of Achievement Standards Numeracy Pilot for over 250 students. The school has provided training for an administrator and supervisors to support delivery. This is supporting development and feedback opportunities for both teachers and students by growing ownership of future-focused assessment practice that will support their move into digital assessment.

Ongoing review of student voice through written and oral end-of-topic feedback has resulted in the use of extended Learning Conversations for NCEA students and inclusion of interest-based courses at Years 9 and 10 that lead on to a range of NCEA cross-curricular courses. These conversations are valuable in increasing engagement and developing meaningful assessment pathways for students.

Credible assessment practice to meet student needs

Evidence of assessment practice meeting student needs. (CAAS Guidelines 2.5v-vii, 2.6i & ii and Assessment (including Examination) Rules for Schools with Consent to Assess 2021 5.1 – 5.7)

School-based evidence for Special Assessment Conditions The school has made significant progress in effectively identifying students who may be entitled to special assessment conditions. School based evidence including observational data, student voice, whānau input and standardised testing are now used to support applications, alongside referrals from other parents and other professionals. Teachers interviewed verified that they are confident the school has significantly improved its ability to identify students who may be entitled to special assessment conditions. In addition, the school's own evaluation shows that these entitlements are well utilised. The school effectively meets student's individualised learning and assessment needs.

Local contexts connect academic and vocational pathways Students have expressed interest in, and the school has responded by, developing innovative local and cross-curricular contexts for assessment as part of both academic and pathways options. For example, Innovative Horticulture at NCEA 1, 2 and 3 combines standards from several curriculum areas and connects to both vocational and/or academic pathways. A range of other courses meet locally identified needs. The school reports that these courses are effective in growing student engagement and improving student achievement outcomes.

Effective use of data schoolwide The Principal's Nominee works closely with the Deputy Principal in charge of data to effectively identify, provide and track specific interventions to meet individual assessment needs for students. This ensures they are provided with valid opportunities to meet their achievement goals. Senior leaders check consistent reporting of grades gathered from practice assessment of external standards, so that students can be supported in case evidence is needed for derived grade purposes.

Internal moderation to ensure the reporting of credible results

Evidence of internal moderation ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and Assessment (including Examination) Rules for Schools with Consent to Assess 2021 6.4)

Effective Internal Moderation Processes Katikati College has effective internal moderation processes for assuring that results reported to NZQA are credible. They use subject specialists from within and outside the school as grade verifiers. The Principal's Nominee conducts a quality assurance check to departments to be assured that internal moderation processes are followed. This includes, for example, a check on the quality of verification comments to ensure these provide a rationale for grade boundary decisions made. Departments confirmed that this is effectively building teacher capacity to understand the requirements of the standard.

The school supports teachers to seek advice from suitably qualified subject specialists where this is needed in single teacher departments. Teachers are encouraged to use subject associations to improve assessor judgements where they

may need to access a suitably qualified subject specialist to verify grade boundary judgements.

Strengthen documented monitoring To strengthen the internal moderation process the Principal's Nominee should document the monitoring of internal moderation to ensure all results reported are subject to a quality assurance process. During this review it was identified that some departments could make more explicit use of exemplars at grade boundaries in their internal moderation processes. This will result in a better shared understanding of grade boundaries and to support the submission of credible results for teachers new to NCEA. In addition, it will support succession planning within the school.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Katikati College has effective processes and procedures for meeting the assessment needs of their students by:

- designing coherent programmes of learning and assessment that are culturally appropriate focussed on student interests, needs, abilities and aspirations
- broadening assessment opportunities by engaging with external providers and extending the school's Consent to Assess if required
- using formative assessments and checkpoints to provide on-going feedback and feedforward information so students can present their best standard-specific evidence of achievement
- assessing students when they are ready
- using a range of methods for collecting assessment evidence, to meet student needs
- ensuring teachers are aware of individual students with special assessment conditions entitlements, and resourcing their support
- expanding opportunities for digital assessment including digital exams
- engaging in Review of Achievement Standards pilots to prepare for future assessment
- identifying and providing targeted support for students at risk of not achieving literacy and numeracy or their qualification goals

Katikati College has effective processes and procedures for:

- managing missed or late assessment
- managing resubmission and further opportunities for assessment
- investigating student appeals of assessment decisions
- investigating possible breaches of assessment rules
- monitoring the authenticity of student work using a range of strategies
- reporting Not Achieved for proven breaches of authenticity and where students have had an adequate assessment opportunity but have submitted no work
- assuring valid, verifiable and standard-specific evidence is collected for derived and unexpected event grades
- safeguarding student privacy in the issuing of student results.

Effective internal and external moderation to assure assessment quality

Katikati College has effective processes and procedures for managing internal moderation by:

- ensuring assessment tasks are critiqued prior to use to ensure they are fit for purpose
- using clarification documents, verification notes and professional learning opportunities to inform assessment judgements
- using subject specialists to verify grades awarded on a strategic selection of a sufficient sample of student work
- using grade verifiers from outside the school
- documenting the completion of steps within internal moderation processes

Katikati College has effective processes and procedures for managing external moderation by:

- ensuring samples of student work are available for submission by being adequately stored
- selecting sufficient samples of student work to NZQA requirements
- responding effectively to external moderation outcomes and providing support for assessors where appropriate
- monitoring and documenting actions taken to address external moderation feedback
- using external moderation outcomes to evaluate the effectiveness of internal moderation processes.

Effective management and use of assessment-related data

Katikati College effectively uses assessment-related data to support achievement outcomes for students by:

- monitoring and tracking student progress
- evaluating the effectiveness of assessment programmes to ensure these allow students to meet their assessment goals, and inform changes to courses and standards offered
- gathering student voice to evaluate courses and assessment workloads to inform changes to programmes, contexts, and standards
- reporting to the Principal and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.

Katikati College reports accurate achievement data by:

- ensuring that data files are submitted to NZQA in a timely manner so that NZQA holds up-to-date data
- checking Key Indicators and NZQA reports to identify and resolve any errors

- conducting student and teacher checks of entries and results at key times during the year
- ensuring low levels of late external entries, and internal entries with no results
- reporting results against the correct provider codes of providers with which the school holds current Memoranda of Understanding.

Effective communication to inform staff, and students and their families about assessment

Katikati College has effective processes and procedures for:

- keeping assessment-related communications current and accurate, and reviewing communications to ensure they remain fit for purpose
- ensuring students receive outlines for courses they undertake
- supporting students to monitor their achievement
- discussing assessment policy and procedure with staff, and providing updates of NCEA information throughout the year
- reporting on students' progress towards qualifications, including providing opportunities for parents to discuss their children's NCEA goals, progress, and achievement
- supporting teachers new to the school through an induction programme to understand school and NZQA assessment processes
- celebrating students' success, such as holding parent gatherings.

Katikati College assists common understanding of assessment practice by:

- communicating assessment information, such as holding NCEA information evenings for parents and NCEA assemblies for students
- informing students about suitable learning pathways
- supporting students to understand what they need to achieve in order to gain a qualification.

Appendix 2: Overview

What this report is about

This report summarises NZQA's review of how effectively Katikati College:

- has addressed issues identified through NZQA's Managing National Assessment review and through the school's own internal review
- manages assessment practice for national qualifications
- manages internal and external moderation
- makes use of and manages assessment-related data
- maintains the currency of assessment policy and procedures, and communicates them to staff, students and families.

Why we review how schools are managing national assessment

The purpose of a Managing National Assessment review is:

- to confirm, in combination with the most recent Education Review Office report, that schools are effectively meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2021* (CAAS) and its *Guidelines* (CAAS Guidelines) in order to maintain their consent to assess; and
- to help schools achieve valid, fair, accurate and consistent internal assessment according to the requirements of the *Assessment (including Examination) Rules for Schools with Consent to Assess 2022* (Assessment Rules).

What are possible outcomes

Outcomes may include NZQA:

- identifying the effectiveness of the school's review processes, assessment practice and quality assurance
- requiring action from the school where an issue is identified that significantly impacts on the school meeting the requirements of their *Consent to Assess*
- agreeing action with the school where an issue has been identified that could become significant if not addressed
- making suggestions for the school's consideration to enhance good assessment practice.

What this review includes

The review has three components:

- The annual external moderation of the school's internal assessment.
- A check on specific aspects of assessment systems on an annual basis.
- A check on the school's assessment systems at least once every five years.

How we conducted this review

The review includes examination of documentation from a range of sources and interviewing key stakeholders.

Prior to the visit the school provided the following documents:

- information on their actions and self-review since the last Managing National Assessment report
- *Teacher Handbook, Managing National Assessment, Katikati College 2022* (staff handbook)
- *Student links to advice on National Assessment - SchoolPoint, Katikati College 2022* (student handbook).

The School Relationship Manager met with:

- the Principal's Nominee
- Deputy Principal – Curriculum/Assessment
- Year 13 Dean
- SENCO/Head of Faculty for Learning Support
- Head of Faculty
 - Science
- Assistant Head of Faculty - Technology
- Head of Department for:
 - Physical Education and Health
- Teacher in Charge of:
 - Fabric Technology
 - Hard Materials – Technology
 - Innovative Horticulture
- two students.

There was a report-back session with the Principal and Principal's Nominee at the end of the review visit to highlight good practice and areas for improvement, with suggested strategies, next steps, and to agree on any action required.